

*A Report to the Connecticut
General Assembly:*

*School Readiness Need
And Costs to Serve all
3- and 4-Year-Old
Children in the 19
Priority School Districts*

Submitted by:

The Connecticut State Board of Education

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A Report of School Readiness Need and Costs to Serve All 3- and 4-Year-Old Children in 19 Priority School Districts

Connecticut State Department of Education

INTRODUCTION

The Departments of Education and Social Services have been implementing the Connecticut School Readiness and Child Day Care Grant Program since 1997. The program is an initiative that was designed to increase the supply of affordable, high-quality preschool programs and expand and enhance access to preschool and child day-care programs in high-poverty areas. Since its inception in 1997, this legislative effort continues to allow 3- and 4-year-old children in 47 qualifying school districts to participate in a high-quality preschool and child-care experience. Children receive a high-quality preschool experience that includes quality components such as education and outreach, collaboration with community services, parent involvement and referrals for health services, including immunizations and screenings. Additional components are nutrition services, family literacy, transition planning for kindergarten, and professional development for staff members. In October 2005, 7,392 3- and 4-year-old children were receiving preschool and 6,900 were receiving such services in the Priority School Districts. In fiscal year 2006 (July 1, 2005, through June 30, 2006), \$48,129,000 was awarded to the Priority School Districts, enabling the purchase of spaces in approved preschool settings.

Since 2004, the Connecticut State Department of Education has issued an annual report entitled *School Readiness Need and Costs to Serve all 3- and 4-year-old children in 19 Priority School Districts* as required under Connecticut General Statutes Section 10-16r(b). This report provides an estimate of the number of children not being served in a preschool setting for these 19 school districts and the costs associated with providing services to such children.

Connecticut General Statutes Section 10-16r(b), the section that pertains to school readiness council responsibilities, states that: ... “ (b) *The local school readiness council shall: ... (3) assist in the identification of (A) the need for school readiness programs and the number of children not being served by such a program, and (B) for Priority School Districts pursuant to section 10-266p, the number of children not being served by such a program and the estimated operating cost of providing universal school readiness to eligible children in such districts who are not being served;...*” Additionally, Connecticut General Statutes Section 10-4(d) requires that the State Board of Education make reasonable efforts to ensure that summaries of the reports are submitted annually, in accordance with section 11-4a of the General Statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

This report presents a summary of the responses provided by the Priority School Districts in accordance with the above legislative requirement. To meet this charge, the School Readiness Council for each of the 19 Priority School Districts determined and/or verified:

1. the number of children not being served;
2. the type of spaces such children need; e.g. full-day/full-year; school-day/school-year and part-day/part-year programs;
3. the number of classrooms that will be required to serve such children; and
4. the local commitment and financial support necessary to expand these programs over a period of two years.

In order to establish the operating costs, the Department of Education applied the newly developed “Early Childhood Education Cost Modeling Tool” created by the Connecticut Early Childhood Alliance and the Connecticut Health and Educational Facilities Authority (CHEFA) in collaboration with the Hartford Area Childcare Collaborative.

Summary highlights:

- Approximately 9,700 children in the 19 Priority School Districts are not being served.
- The State Department of Education projects that 10 percent or nearly 970 of the children will not seek a traditional preschool setting due to family choice.
- The children who are not being served were reported to need the following program slot types:
 - 5,520 full-day/full-year;
 - 1,302 school-day/school year; and
 - 1,909 part-day/part-year.
- The annual cost of operating early education services for the additional 8,731 children is approximately \$66,293,622. This cost will presumably be paid for by a combination of parent fees, state subsidies and other grant support.
- Approximately 8,731 children will need 7,777 new spaces split between community-based facilities (5,123) and public school buildings (2,654).
- Total capital cost, not adjusted for future inflation, to develop these spaces will be \$264,662,899, with \$148,556,633 for community-based spaces and \$116,106,266 for public school spaces.
- The majority of the 19 school districts reported support from the local board of education.

METHODOLOGY

The School Readiness Councils of the 19 Priority School Districts were informed of their responsibilities as required under Connecticut General Statutes Section 10-16r(b). The School Readiness Councils were asked to return a self-report, “Estimate of Potential Space Needs and Costs,” to the State Department of Education attested to by the chief elected official and the superintendent of schools. The self-report requested the following information:

- the estimated number of children not being served;
- the estimated number of children who will seek school readiness services for either full-day/full-year, school-day/school-year or part-day/part-year;
- the number of classrooms needed for children who will need school readiness services; and
- estimated local commitment to and financial support for these classrooms over a period of two years.

To assist districts and towns in their preparation of “Estimate of Potential Space Needs and Costs,” the State Department of Education provided the following information for each district through their designated school readiness contact liaison:

- the estimated 3- and 4-year-old population based on statistics taken from the Department of Public Health’s *Table 2A Provisional Figures – Connecticut 2001 and 2002: Population, Resident Births, Deaths, Fetal Deaths and Infant Deaths by Place of Occurrence and Resident and Marriages by Place of Occurrence* found in the Provisional Vital Statistics Table;
- the school readiness contracted slots reported by the municipalities in the request for proposal (RFP) submitted to the State Department of Education for fiscal year 2006;

- the public school enrollment reported to the Connecticut State Department of Education's Public School Information System (PSIS) for fiscal year 2006;
- the enrollment for federal and state Head Start programs provided by the Head Start Grant Program Annual Report;
- the Department of Social Services state-supported child day-care center program enrollment for licensed day-care centers;
- the facility capacity for licensed group day-care homes, day-care centers and family day-care centers provided by Connecticut Department of Public Health; and
- the nonpublic school enrollment data for 3- and 4-year-olds.

In some instances, the facility licensed capacity included spaces for infants and toddlers, school-age children, existing state and federal capacity for 3- and 4-year-old children, as well as space used by children of other communities. The districts' verification process deducted participants who were not 3- and 4-year-olds to arrive at the available capacity for that program.

Operating Costs

To determine operating costs, the Department applied the "Early Childhood Education Cost Model," a tool that provides an interactive spreadsheet to estimate the costs of classroom-based programs for young children. The tool was applied using the following assumptions related to program slot type, teacher credential, teacher compensation and class size. These assumptions are based on current standards in the existing school readiness program.

Program Slot Type

With regard to the type of spaces that children might occupy, it was assumed that in:

- full-day/full-year programs, 85 percent of the children will be enrolled in community-based programs, while 15 percent will be enrolled in public school programs;
- school-day/school-year programs, 70 percent of the children will be enrolled in community-based settings, while 30 percent will be enrolled public school programs; and
- in part-day/part-year programs, 50 percent of the children will be enrolled in community-based spaces, while 50 percent will be enrolled in public school programs.

Teacher Credential and Compensation

Teachers in community-based settings are assumed to have a Child Development Associate (CDA) credential with 12 college credits in early childhood education and five years' teaching experience. A teacher with such credentials will earn a base salary of approximately \$25,920 per year. The teacher aides are assumed to have five years' teaching experience, earning a base salary of \$17,280 per year. Public school teachers are assumed to have a bachelor's degree with one year of experience and earn \$38,390 per year. Public school teacher aides with one year of experience are assumed to earn \$16,000 per year.

Teacher benefits for the community-based programs (e.g. federal and state unemployment insurance costs, pension, vacation, etc.) are calculated at 28 percent of their salary. Public school teacher benefits are established at 50 percent of their base salary. Public school teacher salaries are calculated using a 39-week year, while the community-based teacher salaries are calculated using a 52-week year. The cost template factors in the need for additional staff members to cover preparation, lunch and planning time. Planning time was assumed to be one hour for full-

day/full-year programs, 0.5 hour for part-day/part-year programs and one hour for school-day/school-year programs.

Class Size

A class size of 18 children is used in the application of the Early Childhood Education Cost Model, as this follows the State Department of Education's current maximum recommendation for class size in school readiness programs.

Capital Cost Estimation

To determine capital costs, the report will present space need and location projections for community and public school settings. Construction cost estimates based on square footage costs from recent CHEFA-funded and new public school construction projects will be applied. Overall, the estimate for spaces is proportioned with 66 percent in community-based settings and 34 percent in public school-based settings.

Space Need and Location

The projection for spaces and location of such spaces are influenced by several conditions:

- Because of the anticipated growth of public school-based programs, there are assumed to be 5 percent more children in publicly-based programs (i.e., 20 percent of full-time children, 35 percent of school-day children and 55 percent of part-day children) by the time facilities are completed.
- The projection assumes that two shifts of part-day programs can share the same space.
- The split between public school and community-based programs is then averaged among the full-time, school-day and part-day components.
- Ten percent of community-based programs are assumed to be housed in public school buildings. In other words, the building will be owned by the public school system and rented to the community-based provider.

Calculation of Capital Cost and Debt Service

The calculations for capital cost and debt service are based on 100 square feet per child with a construction cost of \$290 per square foot for community-based centers. For public schools, a 125 square foot standard was applied with a construction cost set at \$350 per square foot.

The capital cost calculations assume that the annual interest rate for the loan will be at a tax exempt rate of five percent and the community-based provider will be required to fund 12 percent of the total project costs with its own funds. Public school construction will borrow 100 percent of the total project cost using state and local resources.

RESULTS

The Number of Children Not Being Served

To assist towns in determining the number of children not being served, the State Department of Education supplied each School Readiness Council with the 3- and 4-year-old population data taken from the Department of Public Health's *Table 2A as found in the 2001 and 2002 Provisional Vital Statistics Tables*. These data are used by the State Department of Education in

estimating the 3- and 4-year-old cohort size and have proven reliable for planning purposes. The State Department of Education also provided each School Readiness Council with information describing the extent of preschool services in each community.

Local School Readiness Councils used local methodologies to confirm the reliability of the Department of Public Health's child counts. Most districts used telephone and/or mail surveys to providers to determine how many 3- and 4-year-old children are currently enrolled in their programs. Others used responses from kindergarten registration and from local strategic school profiles. The numbers derived from these surveys, along with the existing numbers that are currently being served in other state and federal programs, were then deducted from the birth cohort number of that town.

Table I presents by Priority School District the following statistics: (1) birth cohort of 3-and 4-year-olds; and (2) the estimated number of children not being served. Current preschool program utilization by 3- and 4-year-olds was subtracted from the combined birth cohort size to establish the "number of children not being served."

The total estimate of children not being served in the 19 Priority School Districts is 9,700. Appendix A provides each town's rationale explaining how they arrive at these estimates.

Table I
Estimated Number of Children in Priority School Districts Not Being Served

School District	Birth Cohort 3- and 4-year-olds¹	Number of Children Not Being Served²
Ansonia	737	231
Bloomfield	786	22
Bridgeport	4,571	1141
Bristol	1,398	148
Danbury	2,208	935
East Hartford	1,324	455
Hartford	4,405	1,376
Meriden	1,569	339
Middletown	1,075	239
New Britain	1,974	995
New Haven	3,864	730
New London	720	342
Norwalk	2,530	816
Norwich	1,022	300
Putnam	201	78
Stamford	3,597	372
Waterbury	3,246	374
West Haven	1,385	679
Windham	660	128
Total:	37,272	9,700

¹ Source: Connecticut Department of Public Health – Table 2A Provisional Figures – Connecticut 2001 and 2002: Population, Resident Births, Deaths, Fetal Deaths and Infant Deaths by Place of Occurrence and Marriages by Place of Occurrence.

² Source: Connecticut Department of Education survey "Estimate of Potential Space Needs and Costs."

Number of Children Who Need Preschool Programs

Overall, the districts report 9,700 3- and 4-year-old children in need of a preschool program. Given the educational risk for children in a Priority School District who do not have a preschool experience, SDE encourages all 3- and 4-year-old children to attend a preschool with a target minimum of 90 percent participation in each town. Recognizing that some families will elect not to participate in a center-based program, SDE subtracted a 10 percent “nonparticipation rate” from the children not being served in each community.

Table II presents the number of children not being served and SDE-projected participation levels at a 90 percent participation rate.

Table II
Estimated Number of Children Who Need Preschool Programs

School District	Number of Children Not Being Served	SDE-Projected Participation Levels (Minimum of 90% Participation)
Ansonia	231	208
Bloomfield	22	20
Bridgeport	1141	1027
Bristol	148	133
Danbury	935	842
East Hartford	455	410
Hartford	1,376	1,238
Meriden	339	305
Middletown	239	215
New Britain	995	896
New Haven	730	657
New London	342	308
Norwalk	816	734
Norwich	300	270
Putnam	78	70
Stamford	372	335
Waterbury	374	337
West Haven	679	611
Windham	128	115
Total:	9,700	8,731

Participation Distribution by School Readiness Program Type

Table III provides the distribution of school readiness types that are available to those children who need a preschool program. The program types are full-day/full-year, school-day/school-year and part-day/part-year. A full-day/full-year preschool program operates up to 10 hours per day, 5 days per week, for 50 weeks per year. A school-day/school-year program operates 7 hours per day, 5 days per week for a minimum of 180 days per year. A part-day/part-year program operates 2.5 hours per day, 5 days per week for a minimum of 180 days per year. Based on the data collected from the communities, SDE estimates that 5,520 or about 63 percent of the children who need a preschool program will choose full-day/full-year programs; 1,302 or about 15 percent of the children will choose a school-day/school-year program; and 1,909 or about 22 percent of the children will choose part-day/part-year programs.

Table III

Participants' Distribution by School Readiness Program Type

School District	Full-Day/Full-Year	School-Day/School-Year	Part-Day/Part-Year	Total
Ansonia	104	0	104	208
Bloomfield	20	0	0	20
Bridgeport	821	175	31	1027
Bristol	33	50	50	133
Danbury	590	33	219	842
East Hartford	210	49	151	410
Hartford	1139	99	0	1238
Meriden	229	0	76	305
Middletown	128	0	87	215
New Britain	448	225	223	896
New Haven	450	157	50	657
New London	102	154	52	308
Norwalk	624	0	110	734
Norwich	95	94	81	270
Putnam	12	0	58	70
Stamford	218	84	33	335
Waterbury	101	168	68	337
West Haven	153	0	458	611
Windham	43	14	58	115
Total:	5,520	1,302	1,909	8,731

All of the above towns provided a rationale for the distribution indicated in Table III. The summary of the rationale can be found in Appendix B (Minor edits were made to some submissions to aid in readability).

Estimate of Operating Cost for Community- and Public School-Based Programs

Table IV presents the cost estimates derived through the Early Childhood Education Cost Modeling Tool to provide preschool programs to an additional 8,731 (9,700 less 10 percent) preschool children. The model estimates the cost to provide a full-day/full-year program for community- and public school-based programs will be \$53,641,152, assuming that 85 percent of enrollment will be in community-based programs and 15 percent in public school-based programs. The estimated cost for school-day/school-year for both community- and public school-based programs will be \$7,758,748, with the assumption that 70 percent enrollment will be community-based and 30 percent public school-based programs. For part-day/part-year programs, the cost will be \$4,893,722, assuming that the enrollment will be evenly split between community- and public school-based programs. The total operating cost of providing service to all program types will be \$66,293,622, which can be paid through a combination of state grants, parent fees and other grant sources.

Table IV
Cost Estimates for Community-Based and Public School-Based Programs

Program Types	Community-Based		Public School-Based		Total		
	Per Hour \$	Per Slot \$	Per Hour \$	Per Slot \$	Cost	Community-Based	Public School-Based
Full-Day	3.40	8,511	6.62	16,555	\$ 53,641,152	85%	15%
School Day	3.68	4,643	7.17	9,030	\$ 7,758,784	70%	30%
Part-Day	3.87	1,741	7.53	3,386	\$ 4,89,722	50%	50%
					\$ 66,293,622		

Community-based teachers have a CDA with 12 credits in early childhood education and 5 years' experience (\$25,920); teacher aides have 5 years' experience (\$17,280).

Public school teachers have a BA with 1 year experience (\$38,390); teacher aides have 1 year experience (\$16,000).

Estimate of Capital Cost and Debt Service

In the future, public schools will demonstrate increasing responsibility to host preschool programs. Therefore, cost estimates to build future spaces should be conditioned on the projected location of spaces. **Table V** presents again the total number of 3- and 4-year-old children needing space, but the proportions reserved for the location have been changed to accommodate the increasing trend for public schools to host preschool programs. For full-time/full-year program types, the table presents 80 percent of the children in community-based programs and 20 percent in public school settings. The school-day and part-day program types also reflect a five percent increase in public school responsibility.

Table V
Space Needed for Number of 3- and 4-Year-Olds

Program Types	Total Children	Community-Based			Public School-Based		
		Percent	Number of Children	Spaces	Percent	Number of Children	Spaces
Full-Time	5,520	80%	4,416	4,416	20%	1,104	1,104
School Day	1,302	65%	846	846	35%	456	456
Part-Time	1,909	45%	859	430	55%	1,050	525
Total:	8,731		6,121	5,692		2,610	2,085
			Total spaces Needed:	7,777			

Ten percent of the spaces for community-based programs (n=569) will rent public school space for their programs. Because of this assumption, a total of 2,654 spaces are needed in public school buildings and 5,123 spaces are needed in community-based buildings.

Table VI presents the Capital Cost and Debt Service for community-based and public-based programs. Community-based programs will require 100 square feet per child, and public schools will require 125 square feet per child. The construction cost per square foot would be \$290 for community-based programs and \$350 for public school programs, a total development cost per child of \$29,000 and \$43,750, respectively.

The total capital cost for community-based spaces would be \$148,556,633; for public school-based spaces, \$116,106,266. With an assumed interest rate of five percent for both community-based and public school-based programs, the total debt service is \$255,124,904 for community-based and \$226,586,376 for public school-based programs, a total debt service over the 30-year term of \$481,711,280.

Table VI
Calculation of Capital Cost and Debt Service

	Community-Based	Public School-Based
Square Feet Per Child	100	125
Construction Cost Per Square Foot	200	250
Total Development Cost Per Square Foot	290	350
Total Development Cost Per Child	\$ 29,000	\$ 43,750
Total Capital Cost	\$ 148,556,633	\$ 116,106,266
Assumed Interest Rate	5.0%	5.0%
Assumed Equity	12.0%	0.0%
Total Annual Debt Service	\$ 8,504,163	\$ 7,552,879
Total Debt Service	\$ 255,124,904	\$ 226,586,376
Total Capital Cost	\$ 264,662,899	
Grand Total Annual Debt Service	\$ 16,057,043	
Grand Total Debt Service	\$ 481,711,280	

District Support

School districts were asked to provide descriptions of any local commitment and financial support planned by the town to support preschool over the next two years. Most of the municipalities reported local commitment and financial support from their cities and boards of education. Appendix C presents a summary of the districts' commitments for the next two fiscal years. Some districts report that a direct financial contribution will be made to support preschool programs' operational costs. Other districts report that in-kind contributions such as space and support services will be provided. In some instances, towns will provide existing buildings for the specific purposes of housing preschool programs. Other towns will purchase, renovate or rent buildings as their in-kind contributions.

CONCLUSION

All preschool children in Connecticut deserve access to quality care and educational opportunities so they can enter kindergarten ready to learn. A great number of children in Connecticut do not participate in preschool programs because (1) there is not enough funding to establish spaces for all eligible children who need services; (2) market rate program tuitions are more than many low-income working class families can afford; and (3) there is a lack of open preschool spaces in most communities (*Closing the Achievement Gaps: Removing the Barriers to Preschool in Connecticut, A Report of the Connecticut State Board of Education, November 2003*). Consistent with its Position Statement on Preschool Programs and Services, the State Board of Education is committed to ensuring that every child whose family cannot afford preschool will have the opportunity to attend a high-quality program. Experiences and services must be appropriate to the child's age and stage of development. Offering a high-quality preschool experience to all who need it is the foundation of a comprehensive approach to closing the achievement gaps. A concerted effort will be needed to ensure that all children in Priority School Districts have a high-quality preschool experience.

It will cost \$66,293,622 to provide early education services to 8,731 preschool children currently not being served throughout the 19 Priority School Districts. The majority of the children, nearly 63 percent, are reported to need a full-day/full-year program. It will also require \$264,662,898 of capital investment to provide 7,777 spaces in community-based and public school-based programs.

Nearly 85 percent of children currently needing full-day, full-year preschool will be served by community-based programs and 15 percent by public school-based programs. It is assumed that over time a larger proportion of children will choose public school-based programs, as these settings provide a more seamless transition from preschool to kindergarten and greater involvement by the public schools. The cost to provide a high-quality preschool experience for Connecticut's children will increase over the next 10 years because preschool teachers in the community-based programs will be required to have a baccalaureate degree by the year 2015.

Children without preschool education are educationally behind their peers who do have this benefit, and Connecticut's economic success requires children prepared to succeed in their school experience. The State Departments of Education and Social Services, in collaboration with the local communities, are resolved to establish high-quality preschool for all children who need it, beginning in the most impacted communities.

District Rationale for Arriving at Estimated Number of Children Not Being Served

School District	District Rationale
Ansonia	Using the SDE document “Number of 3- and 4-year-olds and Distribution of Available Spaces by Program Type,” the birth cohort is 737, and when the 506 licensed spaces are subtracted the need is 231.
Bloomfield	This estimate is based on the number of children in programs in Bloomfield in comparison to the number of births in Bloomfield in 2001 according to town records.
Bridgeport	The birth cohort of 4,571 minus a capacity of 3,430 spaces reveals 1,141 3- and 4-year-old children who will need a service. Bridgeport does not have capacity to serve. A great effort went into these calculations so as to avoid double counting any slot information that came directly from programs and providers.
Bristol	The birth cohort of 1,398 children, minus number of spaces available in Bristol for 3- and 4-year-old children (the number is 1,250) equals the need number of 148.
Danbury	Columns A-G of SDE’s document were reviewed for accuracy. Phone surveys of all licensed centers, family child-care homes, state-funded centers and Head Start were conducted.
East Hartford	The estimate is based on information gathered from the Connecticut State Department of Education, the Connecticut State Department of Public Health, and direct information obtained through the child-care providers in East Hartford. Information details the actual number of preschool children being served in a number of child-care situations including licensed care, in-home care, and private providers. Though many providers are licensed for a specific number of preschool children, many do not enroll the full number. This is due to economics, geography, and the fact that some programs are unable to operate at full enrollment. Numbers reported on attachment 1 are actual numbers based on October 1 enrollment in each program and home. The number of children in need of preschool does not take into consideration that some children will not seek preschool due to cultural preferences, family preferences, and the opportunity to receive care in another town.
Hartford	The following numbers were subtracted from the birth cohorts of 3- and 4-year-old children (4,405): number of current contracted school readiness slots (1,005), public schools (173), number of Head Start Children (66 state and 625 federal), number of children in State-funded child-care (315), capacity of licensed Group Day Care Homes and Centers (4 homes and 783 centers) and Capacity of Licensed Family Day Care Homes (58).
Meriden	No explanation
Middletown	Middletown surveyed all the center-based programs and family day homes to determine the number of 3- and 4-year-old children presently being served. It then deducted that number from the total number of preschool-age children. Middletown subtracted 20 percent of the center-based children, as our tracking information indicated that annually 20 percent of the children are served by preschool programs outside of the city.

New Britain	New Britain subtracted the 407 school readiness slots, the 282 Head Start (Federal and State) slots, the 236 licensed group day care homes and center slots that were not school readiness, and the 54 slots for 3- and 4-year-olds that are in licensed family day care from the total of 1,974 3- and 4-year-old children in the city of New Britain.
New Haven	Estimate of children to be served (90 percent of population) = 3,483 minus 2,753 (Sum of Available Spaces) = 730 (Estimated need)
New London	Currently, 377 New London children are reported in kindergarten. This figure is consistent with similar breakdowns for other grade levels in New London. For estimation purposes, New London assumed there are 377 children in each age grouping. Thus, there are 377 3-year-old children; for a total of 754 children within the combined age grouping of 3- and 4-year-old children. Based on current reported enrollment figures, there are 412 children receiving services and 342 not receiving services.
Norwalk	The capacity was subtracted from the number of 3- and 4-year-old children to obtain the estimate of the number of children not being served. It should be noted that the district has no way of knowing how many children are being served outside of the community or of how many are not seeking services. Despite the significant estimate of unmet need, it should be further noted that a survey of providers, including centers, revealed a fairly large number of vacancies, suggesting that other factors are involved. Norwalk hypothesizes that the cost of unsubsidized care and possibly transportation help to explain this phenomenon. Norwalk Public Schools will, for the first time, be compiling data from children entering kindergarten as to their prior preschool experience, where they obtained that experience and for how long they attended. This data should provide a much more accurate estimate of the unmet need in Norwalk.
Norwich	The School Readiness Coordinator contacted all day-care centers and family day-care homes in Norwich to find out how many children are serviced. The total number of children currently serviced is 279. An additional 21 estimated spaces were added for children in kith and kin care.
Putnam	All local programs were contacted to determine actual program slots designated for 3- and 4-year-olds. Based on that number and the number of 3- and 4-year-old children residing in Putnam, the number of children not being served was determined as 78.
Stamford	The number of children entering kindergarten in Stamford for the 2005-2006 school year was 1,252. Of those children, 186 did not have a prekindergarten experience. Stamford multiplied 186 by 2 (to account for three-year-olds) to arrive at 372 for the total number of children who are not being served by a preschool program.
Waterbury	A phone survey was completed of all licensed programs centers, public schools and nonpublic schools, revealing 374 is the number of children not being served.
West Haven	Total number of 3- and 4-year-old children in the City of West Haven = 1,385; total number of 3- and 4-year-olds presently in preschool programs = 706; estimated number of 3- and 4-year-olds not being served = 679.
Windham	Information was based on data provided by SDE, current school readiness spaces, Windham Public School data, State of Connecticut DSS-funded spaces, home day-care provider surveys and current waiting lists for full- and part-day programs to reveal that 128 children are not served.

District Rationale for Distribution of Program Type

School District	Rationale
Ansonia	These percentages are based on the waiting lists for slots at preschool programs in Ansonia.
Bloomfield	This number is based on the number of children on waiting lists for full-day/full-year care that is subsidized and past parent surveys that indicate a need for this type of care and the difficulty of filling part-day/part-year slots.
Bridgeport	<p>Based on a survey and subsequent report filed by Bridgeport Child Advocacy Coalition (BCAC), 81 percent of parents of 3-year-olds and 85 percent of parents of 4-year-olds would prefer licensed early care and education for their children.</p> <p>The School Readiness Council reflected on this information and its existing policy and decided the following: 80 percent of new slots should be full-day/full-year, 18 percent of new slots should be school-day/school-year; and two percent of new slots should be part-day/part-year.</p>
Bristol	<p>Bristol determined that at this time there are enough spaces for its children to receive a pre-K experience, since the BOE, SR and DSS spaces are not filled to capacity. The only program in the City of Bristol that has a wait list is the Head Start program, and Bristol is actively seeking out information from these parents to find out if they are presently enrolled in another program. The parents will be questioned for their interests in participating in the free or subsidized programs that are presently available.</p> <p>It is also noteworthy that in the center-based programs throughout the city –50 children that are not residents of Bristol are presently being served.</p>
Danbury	The figures are based on current usage and funding. Danbury's full-time programs have large waiting lists. Currently a school-day/school-year pilot program with five children is being funded. If it is successful, funding into this type of care may be increased.
East Hartford	Percentages were based on current preschool program "wait lists," phone calls from families seeking preschool, the percentage of working families in East Hartford, the CT Economic Resource Center Town Profile for 2004 Work Force Statistics, and current preschool utilization percentages for each type of preschool in East Hartford. Fifty-one percent of the families will choose a full-day/full-year slot, 37 percent will choose a part-day/part-year slot, and it is estimated that 12 percent will utilize a six-hour part-day/part-year slot. It is to be noted that the East Hartford School Readiness Office receives numerous calls from families utilizing the current part-day/part-year preschool programs seeking preschool during the summer months and school vacations when the part-day/part-year programs are closed.
Hartford	The slot distribution was based on the percentages of Hartford's current allocations.

Meriden	The current numbers show that 75 percent of the children being served are in need of a full-day/full-year program and 25 percent are looking for a part-day/part-year program. The numbers were determined using the current need for care.
Middletown	This is Middletown's present school readiness distribution ratio of full-day and part-day spaces.
New Britain	Fifty percent of the parents will most likely want full-day/full-year. Twenty-five percent of parents would prefer school hours, along with the school calendar. Twenty-five percent of parents would like the child to have at least 2 ½ hours of a preschool experience.
New Haven	The distribution of types of programs/slots is based on two factors: current school readiness slot distributions and data showing that a large percentage of parents of preschool-age children are working and require a full-day early care and education program for their preschool-age children.
New London	Based on current enrollment, approximately 33 percent of the children will need full-day/full-year programs, 50 percent will need school-day/school-year programs and 17 percent will need part-day/part-year programs. The percentages reported above have been applied to the 342 need number.
Norwalk	The estimate is based on provider reports, parent focus groups, InfoLine's report that almost 100 percent of the calls they receive are for full-day, and local market demand. Norwalk has not experienced a demand for school-day/school-year.
Norwich	Of the current number of children serviced in the family child-care and center-based population, 30 percent are in part-day programs. Therefore, 30 percent of the total was used to reflect the need for part-day care. The remaining slots were distributed evenly to reflect the need for both full-day/full-year care and school-day/school-year care.
Putnam	Distribution was based on current waiting list ratio and information from prior requests for early childhood programs. Currently, no data is collected on the need for school-day/school-year slots since this has not been a program option in the Putnam district.
Stamford	The number of full-day/full-year slots correlates directly with the percentage of current school readiness full-day/full-year slots. The Hispanic population is the fastest growing population in Stamford and accounts for the largest population that is served in the Stamford school readiness program. It has been Stamford's experience that Hispanic families will utilize the 2 ½ hour program. The school-day/school-year slots would be attractive to working parents who have older children in the school system and have arranged care for all children based on the school calendar. When publicly funded, the program will be extremely attractive to parents.
Waterbury	Fifty percent of the children will be in full-day/full-year programs, 35 percent of the children will be in school-day/school year programs and 15 percent of the children will be in part-day/part-year programs.
West Haven	Based upon present parental requests and/or applications on the priority waiting list, 25 percent of the West Haven parents have requested full-day/full-year placement and the other 75 percent of the parents have requested part-day/part-year. Consequently, these percentages were applied to the present number of 3- and 4-year-old children not being served.
Windham	Distribution of slots was based on parent requests and waiting lists.

District Description of Commitment and Financial Support for Preschool

School District	Descriptions
Ansonia	N/A
Bloomfield	The town of Bloomfield has supported School Readiness with a \$25,000 grant, the majority of which is spent on three additional School Readiness slots in two programs. The allotment is subject to change each year based on budgetary restraints of the town. The School Readiness Council is grateful for the support, which has been given for the past five years.
Bridgeport	<p>Most of the new slots will be planned in community-based programs. However, the schools also provide preschool programs that are funded with School Readiness, Title I or city allocations. These efforts will continue.</p> <p>Unfortunately, the community's facilities' capacity is tapped. Additional buildings will need to be renovated prior to use and rent will need to be paid by the provider. If new space is identified in schools or city buildings, there will be an effort for these spaces to be in-kind contributions. There is an effort by the city's leaders and economic development leadership team working in concert with the school leaders to identify and renovate appropriate facilities and playgrounds.</p>
Bristol	<p>Bristol is not aware of any new funding from the Board of Education or the City of Bristol to support new classrooms in the community. Both the Board of Education and the City of Bristol will continue their ongoing support for current programs.</p> <p>The Bristol School Readiness Council (BSRC) voted in June 2005 to support the Bristol Preschool Child Care Center in applying for additional CHEFA funds to expand its facility to include infant and toddlers and to support two additional classrooms for pre-K.</p> <p>It was the understanding of the BSRC that they would support these Pre-K classrooms, even if the funding allotment for the SR program did not increase.</p>
Danbury	The City of Danbury recently bought a building for Head Start. This will allow additional classrooms in the Danbury Public Schools for full-day kindergarten. If a school does not need the space for full-day kindergarten, it may be available for additional preschool classrooms. The new Roberts Avenue School in Danbury also has space for one full-day/full-year classroom for twenty children. The Boughton Street YMCA, if it remains open, will be able to offer an additional fifteen part-time spaces. The Salvation Army is interested in expanding its program to serve more full-time children, but will need start-up costs and a guarantee of funding in order to purchase or lease a new space. A Danbury corporation, Boehringer Ingelheim, is also planning to open a corporate child-care center. If additional funding is available, Danbury will increase the School Readiness spaces in other programs outside of Danbury that serve Danbury children. Fifteen more children will be served in these currently School Readiness-funded centers.

East Hartford	<p>The town of East Hartford is committed to supporting programs that meet the needs of the community. Preschool and early childhood education is a priority, as evidenced by the in-kind services provided to the East Hartford School Readiness Council and the East Hartford Public Schools providing school-day, school-year kindergarten throughout the district. East Hartford continues to develop collaborative efforts with town agencies and programs to assist families and their growing needs. Finding the necessary financial support for expansion of quality programs and the creation of new programs is a continual challenge. Budgets are tight and local citizens feel the effects in their own pockets. Taxpayers continue to work hard to fund what they feel is needed in their community with limited resources. East Hartford will continue to support early childhood efforts in its community and to find the resources in order to provide the citizens what they express are the needs of their community.</p>
Hartford	<p>The recently unveiled <i>Mayor's Blueprint for Young Children</i> is a plan to unite diverse programs and services in the City of Hartford and meld them into a cohesive, coordinated, family-centered system that focuses public policy-making and financial investments to improve the lives of young children, ages birth to 8.</p> <p>The <i>Blueprint</i> includes a significantly changed organizational leadership structure. At the center is Mayor Perez's commitment to young children, including his willingness to lead the initiative through his office with the support of high-level Cabinet members that include government and business leaders and a fully-staffed Office for Young Children, thereby elevating the visibility of the issues and needs of children birth to 8 within city government.</p> <p>The <i>Blueprint</i> plan builds on existing initiatives, expanding them to cover the age spectrum between birth to 5, strengthens family support services, including the transition to kindergarten component, increases K-3 performance (literacy, numeracy), and focuses on comprehensive preventive health services. The Mayor's Cabinet for Young Children and his Office for Young Children oversee the school readiness program and will expand efforts to comprehensively integrate all activities for children birth to 8 years of age. The Office for Young Children, one of four offices within the Mayor's Office, is exclusively charged with leading and driving the early childhood initiative. The Office for Young Children has the responsibility to plan, innovate, and track approximately \$35 million in annual expenditures that the city and schools directly dedicate to early care and education. Eventually, it will seek to coordinate an estimated total of \$106 million in spending through approximately 300 programs, both public and private, that affect the lives of young children and their families in the city. As part of the Mayor's Office, the Office for Young Children performs day-to-day planning and coordination, serving as the interdisciplinary lead agency to coordinate and implement early childhood policy, and the Mayor's Blueprint. Responsibilities are:</p> <ul style="list-style-type: none"> • implement early childhood policy and the Mayor's Blueprint, coordinating early care and education planning; • develop annually (with the Office of Management and Budget) a "Children's" budget;

Hartford Continued	<ul style="list-style-type: none"> • issue a bi-annual “report card” on the status of early childhood; • lead and/or participate on boards and commissions related to early childhood; and • seek additional revenues. <p>Presently, there are six task force groups established, each correlating to one of the Mayor’s Blueprint Building Blocks:</p> <ul style="list-style-type: none"> • Newborn Screening and Home Visiting for Families. • Neighborhood-Based Family Supports and Development. • Child-care and Early Childhood Education. • Transition from Preschool to Kindergarten. • Educational Excellence and School Success in Early Grades. • Universal Access and use of Primary Health Care. <p>In the future, additional task force groups or committees may be developed by the Mayor’s Office for Young Children based on the need.</p>
Meriden	<p>The City of Meriden public schools received a Connecticut State Department of Education grant, which funded the <i>Read With Me</i> program. This program will continue through board of education funds. The program targets families of preschool-age children and focuses on encouraging parents to read to their children at home. Two literacy educators (English and Spanish speaking) visit families bi-monthly and provide them with book bags containing appropriate books and related activities. Book bags are also provided to the School Readiness providers and are shared with enrolled families who take them home, utilize them and return them to the program.</p> <p>Each year a screening is done for preschool children in April to help identify children at risk for special needs, and the district helps to find them assistance early and stop further delays.</p> <p>All preschool families will be provided with a pamphlet developed by the International Reading Association entitled “<i>Helping Your Preschooler to be a Reader.</i>”</p> <p>All preschool families will receive a copy (Spanish and English) of “<i>Caring for Connecticut’s Children: A Handbook for Parents and Caregivers of Young Children</i>” developed by the Child Health and Development Institute of Connecticut, Inc.</p> <p>The City of Meriden provides in-kind space to Meriden Children First and the School Readiness Program. The City of Meriden is working with the Children First Initiative, a nonprofit advocacy for children from birth to age 8, and other community organizations in the planning of a large, early learning center that will serve approximately 50-75 preschool children. This early learning center is supported by a multiyear Discovery grant from the William Casper Graustein Memorial Fund; this center has an approximate start-up for 2007. The collaboration includes the YMCA, Easter Seals, Head Start, Meriden Health Department, School Readiness Council and Meriden Public Schools.</p> <p>One objective of the Board of Education (BOE) is to provide universal</p>

Meriden Continued	<p>preschool and all-day kindergarten for all children. The board of education is working on developing a plan to increase preschool and all-day kindergarten opportunities in the school system and other alternative sources of preschool educational opportunities for children.</p> <p>The City of Meriden at this time does not have enough money in the budget to develop 339 additional preschool spaces within the next two years. Funding of a minimum of \$10,000,000 will be needed to construct a new facility to create 339 preschool spaces and funding of \$15,000 per full-day child per year and \$5,000 per part-day child per year is also needed to run the new facility with the ability to offer quality, affordable programming to Meriden families. Local legislators, the Mayor, city council, board of education, chamber of commerce, United Way and many other partners are actively committed to enhancing quality, cost-effective preschool experiences.</p>
Middletown	Middletown will continue to fund the public school preschool at the present level of funding.
New Britain	The use of three New Britain public school facilities, Smith Elementary, Chamberlain Elementary and Gaffney Elementary, along with certified teachers, will be available.
New Haven	New Haven is in the middle of a 10-year school construction project. Nearly all of the elementary schools in the district will have pre-K classrooms. To date, seven elementary schools have been renovated or rebuilt. In the next two years, another six schools will complete construction, adding 12 additional pre-K classrooms.
New London	<p>The New London Public Schools (NLPS) currently provide 160 preschool spaces to children in the Friendship School. Additionally, all eligible autistic preschool children are served in an NLPS class. Within the month, a dual language preschool will begin for 15 preschool children.</p> <p>The New London School Readiness Committee continues to support the Children First New London Initiative in the community. The purpose of this initiative is to improve life outcomes for young children, and the overall goals are to improve students' social, emotional and academic performances as well as to strengthen the connection between early care elementary education. Two objectives that the community is collaboratively working on in order to meet those overall goals are continuing a multiyear, multilevel communications campaign aimed at informing the public as to why learning readiness is important and re-designing the transition to kindergarten activities within the community in order to meet the needs of families.</p>
Norwalk	<p>Budgets for future years have not yet been adopted. For FY 2005-06 the Norwalk Finance Director reports the following:</p> <ul style="list-style-type: none"> • Annual operating contribution to NEON Head Start Program – \$890,347. • Annual building operating costs (electricity, etc.) at Nathaniel Ely, the site of a NEON Head Start program – \$57,190. • Annual building operating costs at Ben Franklin, site of state-funded child care – \$39,779. • Nathaniel Ely CHEFA construction project – local match of \$385,000 funded in capital and CDBG budget.

Norwalk Continued	<p>In addition, Norwalk received a Discovery Grant of \$40,000 from the William Caspar Graustein Memorial fund for 2005. Thirty-five thousand from the 2004 grant is still available for use. These funds are earmarked to support the newly created position of Early Childhood Specialist in the Norwalk Public Schools.</p> <p>The plan is that the Norwalk Public Schools will fund the full cost of the position beginning in 2006-07. For 2005-06, Kids Start Smart, the Norwalk collaborative, has a grant from the United Way for \$63,000 to fund part-time services of a Parent Engagement Coordinator.</p>
Norwich	At this point, Norwich does not have any local dollars to commit: however, it continues to seek grants or other funding sources that may become available to further support programs.
Putnam	The Town of Putnam, through the Putnam Public Schools, funds two part-day/part-year preschool programs. The town and school district also support the full-day/full-year programs with both fiscal and in-kind contributions (e.g. space, rent, special education services). The Putnam Board of Education strongly supports its preschool programs, and early childhood care and education is one of Putnam's goals.
Stamford	The Board of Education (BOE) covers the costs of salaries for eight teachers and one School Readiness Monitor. The BOE plans to continue this service.
Waterbury	A new CHEFA-approved program for 80 school readiness spaces in the east end of the city is estimated to open in the spring of 2007. This will add 31 full-day/full-year spaces. Approval and grant funding has been obtained to renovate 10 additional classrooms in the Slocum Head Start site.
West Haven	<p>The city of West Haven and the Board of Education collaboratively have housed and serviced 29 part-day/part-year slots for children for the past several years. This effort will continue, and as classroom space and funds become available, slots shall be increased accordingly.</p> <p>Preschool education has unlimited potential for West Haven's young children, and the city and the board recognize this obligation and support the initiative. All programs must be considered on the basis of need and the reality of the source of funding. With this in mind, West Haven will look to the future and determine its position based upon these important programs and a fiscally sound budget.</p>
Windham	Local commitment for preschool is very strong in Windham. A very large preschool program is offered through the Windham Public School system. Budget process for both the town general government and the board of education have been very difficult the past couple of years. The town doesn't have adequate facilities or local funds for estimated growth without financial support from the State of Connecticut.